

**RHODE ISLAND DEPARTMENT OF EDUCATION
OFFICE OF SPECIAL NEEDS**

**SCHOOL SUPPORT SYSTEM REPORT AND SUPPORT PLAN FOR
THE NORTH PROVIDENCE SCHOOL DEPARTMENT
NOVEMBER 5-9, 2001**

SCHOOL SUPPORT SYSTEM *Introduction*

The purpose of the School Support System (SSS) is to provide a means of accountability for delivery of programs and services for students with disabilities. The School Support System model is designed to promote the involvement of the whole school district, regular educators as well as special educators and parents. It is designed to learn if the district meets the minimum regulations and what effects the programs and services have on student performance. Finally, the SSS develops a support plan for training and technical assistance.

To accomplish this the SSS includes these components:

- The Orientation Meeting The Rhode Island Department of Education (RIDE) staff meets with the Local Education Agency (LEA) to plan the site visit and identify issues or initiatives that may influence programs or service delivery.
- Data Analysis Meeting The RIDE staff meets to review LEA demographic information on selected reports including: the LEA annual plan, census information, and information collected through record review, staff questionnaires and parent interviews. To ensure that the child is at the center of the study, all analyses begin with the child. Thus, a sample of approximately 30 students with disabilities is selected; the records of these students are reviewed; their parents, teachers and related service providers are interviewed, and their classrooms are observed. The result is an in-depth, unified examination of the actual provision of programs and services for students with disabilities. The RIDE staff compiles a preliminary summary of their analyses of these data.
- Presentation by the LEA and School Site Visit The site visit begins with a presentation of programs by teachers and staff. The presentation provides the visiting team with general and specific information on delivery of programs and services to students. Following this presentation, visits to all schools are made. The team members interview school administrators and teaching staff. Parents and central office staff are also interviewed. the team gathers sufficient information and works with the LEA personnel to generate a report covering the following:
 - The district's compliance with the state and federal regulations, relative to the education of students with disabilities
 - The quality and effectiveness of programs and services provided by the district
 - The need for professional development and technical assistance that will enable the LEA to improve programs and services.
- The Support Plan The RIDE team and the LEA central office and building administrators meet to review the data and complete a report of results. The group designs a professional development/technical assistance support plan with timelines for implementation. This plan enables the school and district to correct areas of non-compliance and to strengthen promising programs and correct areas of weakness in order to improve services and programs for all students.
- The SSS Report The report summarizes the findings from the various data sources. The format of the report uses four divisions: Indicators, Findings, Documentation, and Support Plan. Indicators describe either performance or compliance. Findings can include a variety of some fourteen categories, from school improvement to the least restrictive environment. The documentation section of the report distinguishes the source of the finding. The support plan reflects the response to the described findings. The support plan describes the corrective action required by the district as well as ways that RIDE will assist the district to improve programs and services.

NORTH PROVIDENCE
SCHOOL SUPPORT SYSTEM REVIEW
NOVEMBER 5 - 9, 2001

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INDICA-TOR	FINDINGS		DOCUMEN-TATION	SUPPORT PLAN	FOLLOW UP FINDINGS
1. SCHOOL IMPROVEMENT					
Performance	1	The North Providence School Department's strategic plan incorporates a focus on "providing learning experiences to insure all students are proficient in math, writing, health and reading" in Strategy Number 5. The Action Plan Step currently being worked on for this strategy involves curriculum revision work. The needs of diverse learners are mentioned in Action Plan Step 6 (not currently scheduled), to "establish Student Intervention Teams."	Administrative Interviews Presentation Document Review	As the strategic planning process continues in North Providence, attention will be paid to this recommendation. Timeline: ongoing	
Performance	2	All schools have improvement teams and plans and action plans. Plans reviewed included tactics to ensure that all students will reach high standards. Parents of students with exceptionalities are members of all school improvement teams with the exception of Whelan.	Administrative Interviews Presentation Document Review		
Performance	3	A number of staff and administrators expressed appreciation for the support of the special education director in response to requests for specific types of professional development, preventive/supportive programming, and/or materials.	Administrative Interviews Staff Interviews		
2. SCHOOL CLIMATE					
Performance	1	To a great extent, both general education and special education teachers report a high level of collegiality with their colleagues. Both also reported high degrees of satisfaction with the school administration.	Staff Interviews		
Performance	2	There is a full time special education clerk at the High School who assists the special education department head in scheduling meetings, coordinating parent participation, and documenting required procedures and decisions.	Administrative Interviews Document Review Staff Interviews		
Performance	3	Staff were appreciative of the superintendent's successful efforts to maintain smaller class sizes which enable productive learning environments.	Administrative Interviews Staff Interviews		
Performance	4	At the elementary level, the provision of regular, structured common planning time varied depending on the school; many staff members expressed a need for it, both as collaborating professionals and	Administrative Interviews	The North Providence School Department will explore creative ways to maximize availability of common	

INDICA-TOR	FINDINGS		DOCUMEN-TATION	SUPPORT PLAN	FOLLOW UP FINDINGS
		members of the learning community. At the middle level there was structured common planning time. The district Strategic Plan incorporates an Action Plan Step to provide common planning time in each school.	Presentation Document Review Staff Interviews Staff Surveys	planning time for staff, e.g. scheduling, coordination of itinerants, professional development time. Timeline: Ongoing with progress check September 2002	
Performance	5	At the middle school level at Birchwood and Ricci general and special educators work collaboratively in the team approach to ensure the maximum inclusion for special needs students. There is an underlying sense of uncertainty regarding the 2002-2003 staffing composition and program continuum and continuity as the district moves to the middle school model.	Administrative Interviews Staff Interviews Observation Staff Surveys		
Performance	6	At the high school, the Temporary Learning Center (TLC) is an in-school suspension program that is staffed by a special education teacher and hosts no more than 12 students (special education and general education students) at a time. There are two seats set aside from the 12 for in-school suspension that are designated as Alternate Learning Program (ALE). Special education teachers can send students to this for a period on an as needed basis. A certified special education teacher staffs the TLC and the ALE.	Administrative Interviews Presentation Document Review Staff Interviews Observation		
3. GOOD TEACHING PRACTICES					
Performance	1	Throughout the district, there is considerable variability in the degree to which data are used in conjunction with the school improvement plan to drive curriculum changes and modifications. North Providence High School makes extensive use of its data sources, led by a Curriculum Committee that is comprised of representatives from all content area departments including special education. This committee meets regularly to review curriculum data and make recommendations for curriculum changes and modifications. For example, this committee recently reviewed SALT Surveys and based on student responses instituted a requirement of a senior project. All seniors complete a research paper, work 15 hours with a mentor, create a portfolio and then give an oral presentation. Every ninth grader at North Providence High School takes a study skills class, which focuses on organizational and study skills. This was added to the curriculum based on the difficulty that the transition to high	Administrative Interviews Presentation Document Review Staff Interviews Observation	The North Providence School Department will focus on this finding as part of: - its development of compacts with elementary schools (7 of 8 this year) - the transition to the middle school model - NEASC work with the high school. This work will be facilitated by School Improvement Teams and will be supported by professional development at the school, district and state levels. Timeline: Ongoing	

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		school createAd for some students. At North Providence High School, department heads receive information from the principal regarding state assessment data. They then share that data with their respective departments.			
Performance	2	Currently, there is variability among elementary schools in their demonstration of standards-based practices, and in their use of differentiating instruction techniques that are necessary to assure that all students reach high standards.	Administrative Interviews Document Review Staff Interviews Observation Staff Surveys	The North Providence School Department will focus on this finding as part of: - its development of compacts with elementary schools (7 of 8 this year) - the transition to the middle school model - NEASC work with the high school. This work will be facilitated by School Improvement Teams and will be supported by professional development at the school, district and state levels. Timeline: Ongoing	
Performance	3	Evidence of standards based instruction, rubrics, and student work were evident throughout the classes and hallways of North Providence High School. At the middle level, to a notable degree, the middle school faculty individualizes the creative instructional practices to meet the diverse learning style of all students.	Administrative Interviews Document Review Staff Interviews Observation Staff Surveys		
Performance	4	The preschool special education class follows the standards developed by Jamestown and has developed a rubric to measure student progress. Currently, the preschool and kindergarten are in the process of NAEYC Keys to Quality accreditation.	Administrative Interviews Presentation Document Review Observation		
Performance	5	Staff expressed concern that there is no support system for students who are performing well below grade level standards but do not require special education, and for students who are in the process of being evaluated for special education services. The concern for these students' learning has been increasing along with the growing	Administrative Interviews Staff Interviews	As the strategic planning process continues in North Providence, attention will be paid to this recommendation. The School Department will focus on this finding	

INDICA-TOR	FINDINGS		DOCUMEN-TATION	SUPPORT PLAN	FOLLOW UP FINDINGS
		students' learning has been increasing along with the growing emphasis on standards-based instruction, on the responsibility of classroom programs to ensure that students are taught according to their learning needs, and on the performance of students' schools on state assessments.		Department will focus on this finding as part of: - its development of compacts with elementary schools (7 of 8 this year) - the transition to the middle school model - NEASC work with the high school. This work will be facilitated by School Improvement Teams and will be supported by professional development at the school, district and state levels. Timeline: Ongoing	
Performance	6	There is a variety of innovative programs and supports designed to meet the overall student population needs throughout the district. Among the many examples are: The Four Block Program, The Project Read Program, the Travel Passport Program, Writer's Workshop, The Problem Solver Program, Therapeutic Arts Program, the Flexible Math Grouping Program.	Administrative Interviews Presentation Document Review Staff Interviews Parent Interviews		
4. EDUCATIONAL PROGRAM OPTIONS					
Compliance	1	Currently, responsibility for coordination of special education processes and procedures is school-based rather than district-wide. School-based "coordination" of special education may consist of: - coordinating the referral/assessment/evaluation/reevaluation processes - LEA representation at parochial and out-of-district placements - 504 coordination - etc. These responsibilities are in addition to the discipline responsibilities (social worker, psychologist, etc.) of the "coordinator" in each building. Currently problems related to coordination of special education in the schools include: - lack of clear responsibility for various aspects of the processes - "coordinator" staff members may not have sufficient knowledge of	Administrative Interviews Presentation Document Review Staff Interviews Observation Staff Surveys Record Reviews Parent Interviews	The North Providence School Department is currently addressing the issue of coordination of special education processes and procedures and will report to the Rhode Island Department of Education their plan for addressing this. Timeline: June 2002	

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		<p>special education regulations, policies and procedures</p> <ul style="list-style-type: none"> - coordinators need to share the complex responsibilities with other staff in the building, leading to inconsistency and fragmentation between and within buildings across the district - specific examples of required processes and procedures either not being carried out or insufficiently documented include (see IEP section for details): conversations with parents, parent notices, invitations, consents for evaluation and/or placement - missing evaluations - timelines are often out of compliance <p>The coordination/scheduling of annual IEP meetings varies between schools. In many cases, it is the responsibility of the service providers. This often requires considerable coordination of the schedules of parents and other required team members and contributes to the variability of compliance with timelines and documentation requirements throughout the district.</p> <p>Overall, districtwide coordination is hampered by lack of electronic communication and support.</p>			
Performance	2	At the elementary and middle levels, clinical psychologists provide socio-emotional, behavioral support and consultation on a regularly-scheduled and an as-needed basis, working with school-based teams. Besides providing critical support to students, they provide an important professional development resource for staff.	Administrative Interviews Presentation Staff Interviews		
Performance	3	At the elementary and middle levels, the social workers facilitate a variety of social emotional groups to meet the individual needs of students at risk. Homework support for students at risk of failure and/or discipline outcomes is also provided. In addition, individual students receive counseling services on an as needed basis or as determined by their IEP by social workers and psychologists. There are also 1.6 positions at the middle and high schools for Student Assistance Counselors who also support these services (currently vacant at the middle level). A response team has been established to provide students and families with the interventions and supports necessary to respond to crises.	Administrative Interviews Presentation Staff Interviews		
Performance	4	North Providence High School has a variety of drop-out prevention and affective programs run by the school social worker. These include the Multicultural Group, which explores diversity issues, the Peer Mediation Group, Anger Management Group for Males and the Social Skills Group that works in conjunction with the Work Study Program. In addition	Administrative Interviews Presentation Document		

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		that works in conjunction with the Work Study Program. In addition, individual students receive counseling services on an as needed basis or as determined by their IEP by social workers and psychologists.	Review Staff Interviews		
Performance	5	There is a community-based work-study program at the North Providence High School. This program consists of students going to school for half of the day then onto employment experiences in the afternoon. Some of these experiences are paid internships, which often results in summer employment.	Administrative Interviews Presentation Staff Interviews Observation		
5. TEACHER SUPPORT TEAMS (TST)					
Performance Compliance	1	<p>At the elementary level, all schools have functioning Teacher Support Teams which meet regularly and provide strategies and interventions to participating teachers.</p> <p>Although at some elementary schools there is clear understanding of the TST as a resource for collegial consultation on supporting student learning, at some schools the perception still lingers of the TST only as a necessary step prior to a student receiving a special education evaluation. Consulting support is available to the TST as needed. In addition, the elementary Teacher Support Teams are made up of teachers volunteering their time. The long-term effectiveness of a TST is difficult to maintain without some means of recognition of team members' efforts and contribution.</p> <p>At the middle school level, grade level teams informally review and discuss student needs, often times with consulting support. Although this process provides both teachers and students with alternative instructional strategies and modifications, the systematic procedures and timelines which allow accommodations to be evaluated for effectiveness, as in a formal TST, have not been established.</p> <p>At the high school there is not currently a Teacher Support Team. There is a Response Team comprised of administrators, the social worker, the psychologist, special education department head, outside consultants and the guidance counselors. Teachers bring their concerns about students to members of this team and the team discusses strategies and interventions. Then, the Response Team</p>	Administrative Interviews Document Review Staff Interviews Staff Surveys	<p>The North Providence School Department will seek state and regional support for addressing this finding and will report its plan to the Rhode Island Department of Education.</p> <p>Timeline: September 2002</p>	

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		member that the teacher initially talked with reports back to the teacher on the team's suggested strategies and interventions. Teachers do not have the opportunity for collaborative consultation with their peers that is at the heart of the effective TST process.			
6. FREE APPROPRIATE PUBLIC EDUCATION (FAPE)					
Compliance	1	Although educators are familiar with Extended School Year (ESY) eligibility determination, program options are limited and parents must transport their children to program sites.	Administrative Interviews Document Review Staff Interviews Staff Surveys Record Reviews Parent Interviews	Program options that exist provide support for many students, but a more responsive system is required. The interim special education director will prepare a system of service provision that is capable of meeting the needs of every student who requires Extended School Year Services. Transportation will be offered and provided if needed. Professional development will be provided for staff in carrying out this system. The Rhode Island Department of Education will provide information to assist with developing this system. Timeline: Progress report to the Rhode Island Department of Education by the end of March 2002. Documentation of system in place by May 2002.	
Performance	2	The recently revised district-wide Student Discipline Code serves as the written policy on student's suspensions including those with disabilities. Although the district has established discipline policy, school based implementation varies across the district.	Administrative Interviews Document Review Staff Interviews Observation	The North Providence School Department assures the Rhode Island Department of Education that the implementation of the discipline policy will be consistent district-wide. Timeline: February 2002	
Compliance	3	At Centerdale School, some of the special education students in the self-contained program receive double the usual time with itinerant teachers due to staff scheduling needs. Although staff work to ensure that students receive a different, enriching program in their class, this impacts the students IEP goals by limiting the time students can work on IEP goals and objectives.	Administrative Interviews Document Review Staff Interviews	The North Providence School Department will provide assurance to the Rhode Island Department of Education that this finding will be corrected by September 2002, with the restructuring of the program to K-5.	

INDICA-TOR	FINDINGS		DOCUMEN-TATION	SUPPORT PLAN	FOLLOW UP FINDINGS
			Observation Record Reviews	Timeline: September 2002	
Performance	4	There has been a positive increase in the number of after-school programs offered by the North Providence School Department. Transportation is arranged for students with special needs to allow them to participate in after-school activities district-wide.	Administrative Interviews Presentation Document Review Staff Interviews Staff Surveys Parent Interviews		
7. FACILITIES					
Compliance	1	The speech language pathologist at Centerdale School shares the school nurse's office, where she provides pull-out services for students. The occupational therapist shares space in the kitchen. Although the service providers did not express concern, both settings impact confidentiality, scheduling and privacy issues.	Observation Staff Interviews	The North Providence School Department will review the situation and determine how to provide confidential and private space for the provision of services. Timeline: Review immediately. Progress report to the Rhode Island Department of Education by April. Corrected by September 2002.	
Compliance	2	In Whelan School's Speech Language room, confidential information was posted on the bulletin board. (e.g., therapy schedule, IEP schedule, parent notices)	Observation	The superintendent will be responsible for informing staff of this finding and correcting it. Timeline: Immediately	
Performance	3	Both Birchwood and Ricci are currently under construction to renovate the school buildings to meet the district middle school model and district population needs overall. Though the remodeling has limited currently available space and class size is at a maximum all service provisions and programs are being provided to students with disabilities as required by law.	Administrative Interviews Staff Interviews Observation Staff Surveys		

INDICA-TOR	FINDINGS		DOCUMEN-TATION	SUPPORT PLAN	FOLLOW UP FINDINGS
8. EVALUATION					
Performance	1	The North Providence School Department screens about a third of its 3-year-old children and about two-thirds of its 4-year-old children through the Child Outreach program every year. Preschool staff work with many community providers to support children, and to coordinate Child Outreach activities on a district-wide basis.	Administrative Interviews Presentation Document Review Staff Interviews Record Reviews Parent Interviews		
Performance	2	The rate of identification of students as having disabilities is approximately the same in North Providence as the average of the state as a whole. Relatively fewer students are determined to have a learning disability; relatively more to have "other health impairment" and to have a speech/language disability. Reasons for a recent increase of identified students have not yet been identified.	Administrative Interviews Presentation Document Review	The North Providence School Department will explore the factors contributing to recent increases in the identification of students with disabilities and report to the Rhode Island Department of Education their findings and proposed plan for addressing this issue. Timeline: September 2002	
Compliance	3	For concerns about evaluation/reevaluations timelines, see Record Review Report.			
9. FAPE/INDIVIDUALIZED EDUCATION PROGRAM (IEP)					
Compliance	1	The review of IEPs has shown some growth within the system toward writing IEPS appropriately aligned with standards, however, further work in this area is needed for consistent implementation district-wide.	Staff Surveys Record Reviews	The North Providence School Department will provide professional development for all staff in the IEP process. At the High School, training is under way to utilize a computerized format, and is planned for writing all portions of the IEP in relation to the Graduation Expectations which are matched to the standards. Timeline: Ongoing. First progress check – October 2002.	

INDICA-TOR	FINDINGS	DOCUMEN-TATION	SUPPORT PLAN	FOLLOW UP FINDINGS
Compliance	2 There is considerable variability throughout the district in the writing of IEPs; most IEPs indicate the need to improve one or more aspects of their development. Record reviews indicate concerns in the following areas (see Record Review Report for details): <ul style="list-style-type: none"> ➤ properly-constituted teams ➤ describing students' strengths and needs ➤ comprehensive transition plan (from age 16) ➤ writing clear present levels of performance that link to standards ➤ writing measurable goals that align with standards ➤ writing clear, measurable objectives ➤ criteria and schedules for checking progress ➤ thorough consideration of accommodations needed and ways to provide supports and services within the regular classroom ➤ justification for any removal of the student from the regular classroom (WHY is it impossible to provide supports and services there?) (insufficient or missing explanation) ➤ documentation of team consideration of all required points, and of all required information (e.g. date of meeting, completion of check-boxes, reevaluation date, etc.) ➤ documentation of progress ➤ etc. 	Record Reviews	See above.	
Compliance	3 The district is responsible for informing parents of their children's progress toward IEP goals at least as frequently as other students' progress is reported (i.e. report cards). For the most part, there is good compliance keeping this requirement, however, clarification is needed district-wide to ensure that the proper format is used and documentation is maintained in the student records.	Document Review Staff Interviews Staff Surveys Record Reviews Parent Interviews	The North Providence School Department will clarify policies, procedures and support systems to ensure that progress reports to parents are completed and documented appropriately and report to the Rhode Island Department of Education. Timeline: Progress check September 2002; Final June 2003.	
Compliance	4 Throughout the district, special education teams are not always properly constituted. This concern applies to all meetings -- review of referral, review of evaluations, IEP, and reevaluation. Often a substitute is not available to cover for the general education teacher to attend. Many decisions for students are therefore being made without	Administrative Interviews Document Review	The North Providence School Department will develop and disseminate policies, procedures and support systems to ensure that teams will be properly constituted at all times	

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		general education teacher input. Also, team members are frequently called out of meetings to respond to student needs -- sometimes at another school – especially the psychologist, social worker or principal. At times, no LEA representative participates in IEP meetings (see Record Review for details. When parents do not participate in evaluation or IEP meetings, evidence is not always present in the file of attempts to obtain their participation (see Record Review for details)	Staff Interviews Staff Surveys Record Reviews Parent Interviews	and report to the Rhode Island Department of Education. Timeline: September 2002	
Performance	5	According to federal and state regulations, IEPs must be in place and implemented by the beginning of each new school year for each student identified as having a disability. In order to accomplish this, the North Providence School Department conducts IEP meetings during the summer.	Administrative Interviews Document Review Staff Interviews Staff Surveys Record Reviews Parent Interviews		
Compliance	6	At the start of the high school year, general education teachers receive IEP Summary Sheets from the special education teachers. Some general education teachers reported still not receiving all their IEP summary sheets.	Document Review Staff Interviews Staff Surveys		
10. LEAST RESTRICTIVE ENVIRONMENT					
Performance	1	Several years ago, the North Providence School Department articulated a goal to educate all students with disabilities in the general education setting as much as possible. During this visit, staff commitment to and confidence in meeting this goal were clearly demonstrated. There has been notable increase in the past five years in the degree to which students with disabilities are educated with their non-disabled peers. In general, staff are very supportive of inclusive practices and these practices are evident throughout the district. Although there has been a commitment to including all students with disabilities who are in the public school, certain populations of special education students routinely receive their educational programming outside of the district. Many elementary level students who need more	Administrative Interviews Presentation Document Review Staff Interviews Observation Staff Surveys Record Reviews	The North Providence School Department will continue its efforts to serve more students within the district who are currently being served in out-of-district placements. A task force will be convened to analyze current practices and further explore increasing inclusive education opportunities within the district and within individual schools and at the preschool level. Progress reports will be provided to the Rhode Island Department of Education.	

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		intensive services do not receive them in their home schools. The pull-out service delivery model is still prevalent in some schools – sometimes this is due to caseload limitations, but some staff have not fully embraced the district's inclusive philosophy.	Parent Interviews	Timeline: ongoing, with first progress report September 2002	
Performance	2	At the high school, there are eleven co-taught ("inclusion") classes. Every subject area has a minimum of one co-taught class. Both general education and special education teachers report a high level of satisfaction with the "inclusion" classes.	Administrative Interviews Presentation Staff Interviews Observation		
11. FAPE/TRANSITION					
Performance	1	At North Providence High School the library has a Transition/Career Center which was funded by a Rhode Island Transition Independence Employment (RITIE) grant. There is also a job coach who works with both general and special education students.	Administrative Interviews Presentation Document Review Staff Interviews Observation		
Compliance	2	There is no structured vocational assessment process. Individual students' case managers are responsible for ensuring that a comprehensive vocational assessment has been completed. Guidance counselors do a personal education program for each student. What this is comprised of varies from guidance counselor to guidance counselor. Staff understanding of the vocational assessment requirement varies. Case managers are also responsible for the transition planning of all their students.	Administrative Interviews Document Review Staff Interviews Staff Surveys Record Reviews	The North Providence School Department has entered into a technical assistance plan with the Northern Rhode Island Transition Center which will provide professional development, materials, agency participation and documentation to bring this finding into compliance. The district will report on progress to the Rhode Island Department of Education. Timeline: first progress report due June 2002.	
Performance	3	There is a school-to-career component at the high school. It is currently for general education seniors. There is also a work study program designed for special education students. Efforts to establish programs that serve ALL students, rather than separate programs	Administrative Interviews Presentation		

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		programs that serve ALL students, rather than separate programs, have been complicated by differences in scheduling and individual learning needs. Some students with disabilities do participate in the school-career program for general education students.	Staff Interviews Record Reviews		
Performance	4	Staff expressed the need for additional and consistent attention to the established procedures for the transition of pre-school age special education students who were served in community preschool settings to kindergarten. Attention is especially needed to assure smooth transition of students at age six who have been considered developmentally delayed but who are no longer identified as having a disability.	Administrative Interviews Staff Interviews Staff Surveys Record Reviews Parent Interviews	The North Providence School Department will analyze the issues of this finding. In planning for the change to K-5 schools, attention will be paid to improving this transition process. Documentation will be provided to the Rhode Island Department of Education. Timeline: October 2002	
Performance	5	At all elementary schools, the kindergarten and/or special education teacher visit all feeder pre-school programs - school or community-based - to get to know the students coming into the kindergarten the next year and make supportive plans accordingly.	Administrative Interviews Staff Interviews Staff Surveys		
Performance	6	Transition planning and activities at the middle school level for incoming 6 th graders are comprehensive and well organized providing both students and parents opportunities to explore their new educational environments.	Administrative Interviews Presentation Document Review Staff Interviews Staff Surveys Parent Interviews		
Performance	7	A presentation is provided by the high school guidance department and department chairs for incoming 9 th graders on course selection, program options and activities. IEP conferences of upcoming 9 th grade students are held at the high school. The school social worker of both Birchwood and Ricci conference with the principal, assistant principal, guidance counselor and school nurse regarding at risk students in the fall. A parent open house for upcoming 9 th graders is scheduled in the spring.	Administrative Interviews Presentation Document Review Staff Interviews		

INDICA-TOR	FINDINGS		DOCUMEN-TATION	SUPPORT PLAN	FOLLOW UP FINDINGS
12. PARENT PARTICIPATION					
Performance	1	At the elementary level and high school there are active parent organizations. Though parent participation overall at the middle level is limited, parents are attending related activities regarding their children's special education programs.	Administrative Interviews Document Review Staff Interviews Parent Interviews	This finding will be addressed in conjunction with the opening of the new middle schools. Timeline: September 2002	
Performance	2	At the elementary level, parents and community volunteers provide support throughout the schools.	Administrative Interviews Staff Interviews Observation Parent Interviews		
Compliance	3	It is unclear to what degree parents participate in the referral, evaluation and IEP process throughout the district. In some schools it was reported that parents attend meetings most of the time, at all phases of the process, even if invitations to participate and their actual participation are not well-documented. In other schools, it was reported that parents do not consistently attend meetings. There is not a standard means of documenting attempts to obtain parental participation, resulting in some schools apparently making few attempts, while others may delay ongoing processes for extended periods while attempting repeatedly to get parents to attend.	Administrative Interviews Document Review Staff Interviews Staff Surveys Record Reviews Parent Interviews	The North Providence School Department is currently addressing the issue of coordination of special education processes and procedures and will report to the Rhode Island Department of Education their plan for addressing this. Policies and procedures addressing this finding will be clarified and/or developed and disseminated, as part of a complete book of policies and procedures for special education to be provided to the Rhode Island Department of Education. Timeline: progress check September 2002, completion June 2003	
Performance	4	The district resolves most differences of opinion with parents and uses mediation proactively when necessary to assist with problem-solving. Few formal complaints or hearings are recorded for the district.	Administrative Interviews Document Review		

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			Observation Parent Interviews		
Compliance	5	The local special education advisory committee is not properly constituted and is not meeting. This is an ongoing issue of long standing. Knowledge of the local advisory committee requirements varied across the district.	Administrative Interviews Staff Interviews Record Reviews Parent Interviews	The North Providence School Department will provide documentation of the establishment of a Local Advisory Committee that meets state regulations. Timeline: Progress report June 2002, committee established by September 2002	
Compliance	6	Documentation is unclear in relevant files of provision of interpreters, provision of forms in languages spoken at home, and provision of evaluations in languages other than English.	Staff Interviews Staff Surveys Record Reviews Parent Interviews	The interim special education director will analyze this finding to determine actual practice. Policies and procedures will be revised if necessary and disseminated to all staff. Documentation will be maintained in appropriate records. Timeline: September 2002	
13. PROFESSIONAL DEVELOPMENT					
Performance	1	North Providence has been increasing the number of professional development days available for staff. Next year it will be at 5 days. The district provides a number of professional development opportunities throughout the year. School-based professional development activities are also made available district-wide on a space available basis. Professional development has included: <ul style="list-style-type: none"> - summer clinics - standard based instruction - writing across the curriculum - writers workshop - diverse learning needs - breaking ranks training - whole faculty study group - technology training - alternate assessments 	Administrative Interviews Presentation Document Review Staff Interviews Staff Surveys	This finding will be addressed in the context of ongoing professional development at school and district levels.	

INDICA-TOR	FINDINGS		DOCUMEN-TATION	SUPPORT PLAN	FOLLOW UP FINDINGS
		Staff expressed the need for continued professional development in: <ul style="list-style-type: none"> - IEP's - written to standards - Vocational assessment - Teacher support team - Discipline skills and knowledge re: speech/language pathology - Modification/accommodations - Differentiated instruction - Functional behavioral assessment 			
Performance	2	Though the middle level faculty have been provided extensive professional development regarding middle school models, both administrators and staff requested a more focused approach to character education, positive behavioral supports and interventions, and creative approaches to student discipline.	Administrative Interviews Staff Interviews	Professional development will be provided during the summer for all staff at the new middle schools. This finding will be addressed at that time.	
Performance	3	At the high school, staff surveys were done and based on that information monthly professional development workshops occurred.	Administrative Interviews Presentation Document Review Staff Interviews		
Performance	4	Related services providers (e.g. speech-language pathologists, occupational therapists, etc.) would benefit from professional development and/or the opportunity to work together on connecting their work with standards and "progress in the general curriculum" on IEPs.	Staff Interviews Staff Surveys	Within the professional development provided for staff on IEP development, specific opportunities will be provided for related services staff to work together. Timeline: Ongoing. First progress check – October 2002.	

**OFFICE OF SPECIAL NEEDS SCHOOL SUPPORT SYSTEM
STUDENT RECORD REVIEW SUMMARY SHEET**

NORTH PROVIDENCE SCHOOL SUPPORT VISIT – November 2001

ISSUE	CASE CODE /COMMENTS*
<u>Evaluations/FAPE</u>	N.B. – KC1 has 504 plan, not IEP JK2 – student is no longer in the system – staff were not aware – communication gap JK5 – every aspect out of compliance ISW7 – unclear, inconsistent and incongruent paper trail – evaluations > disability > strengths and needs > goals/objectives > services/supports
<u>Initial Referral:</u> a.) Date of review by the evaluation team and the parent was not within ten school days b.) Within 45 school days of parental consent to evaluate: 1. Child was not evaluated 2. Eligibility meeting was not conducted 3. A written report of the evaluation team was not made available to the LEA and the parents and if the child is eligible for special education services the report was not made available to the IEP team. 4. If eligible, within 15 school days an IEP meeting was not conducted and an IEP was not developed for the child 5. Comments about Evaluation Team composition (including parent)	No documentation of initial referral in file – JD3, KC7 No team report of review of initial referral – KC4, 6, 7 Team report does not identify roles – ISW2, 5 No evaluation notices – SW2, 3, 4, 5; JD1; KC1-7 No evaluation team documentation – KC 7 Evaluations incomplete or not within timelines – JD4, 5, 6, 7; ISW2 Initial IEP over timelines – ISW1, 5 Initial IEP not implemented promptly – ISW1 No parent - KC2, 6; ISW2 No general education teacher – KC2, 4, 5, 6 No LEA representative – KC2, 4; ISW5
Evaluations not completed/documented as part of initial evaluation (i.e., general medical, psychological, educational, social history etc.).	Medical – KC2, 3,5, 6, 7; JD4, 5, 7 Audiological – KC5 Otological – KC5 JK1, 5 Educational – JK3; JD5 Social History – JD5 Psychological – JD6
<u>Reevaluation/Evaluation Report</u> 1. Evaluation report does not include how the child's disability impacts progress in general curriculum 2. Evaluation report does not include how information is collected and used to make determination 3. Evaluation report does not describe information provided by general education teacher to team	No evaluation team meeting report, or does not include components – SW2, 3, 4, 5, 6; JD 4, 5, 6, 7, 8 ISW1, 2 Reevaluation more than 3 years – ISW5
Comments about reevaluation Evaluation Team composition (including parent)	Parent not involved in evaluation team – JD2, 5 No documentation of contact attempts – JD5 No chair – ISW1

Evaluations not completed/documented as part of teams' decision to reevaluate (i.e., general medical, psychological, educational, social history etc.). Please specify which evaluations.	General medical, educational, social history – JD 5, 7 Psychiatric, Functional Behavior Assessment – ISW1 Audiological, Otological? – ISW5 Educational? – ISW5
Consideration of disability	Category of disability changed twice with no team reports to document process -ISW1
<u>LD Report</u> 1. No statement that child has a specific learning disability 2. No relevant behavior noted during observation and discussion of the relationship between behavior and academic functioning 3. No basis for making determination including evidence of a severe discrepancy between achievement and ability, which is not correctable without special education services 4. No mention of the effect of environmental, cultural or economic disadvantage 5. Report not signed by all team members	No LD report on file, or incomplete – KC2, 3

IEP	
No documentation of IEP notification	SW3, 5; ISW2
No log of access	Log of access is located in the school building for all students.
IEP not current (indicate how old, 1 month overdue, 1 year overdue, 2 years overdue etc.)	IEP too incomplete and little reflective of current reality to "count" [SLP okay]– ISW6
1. Services were not determined by appropriately constituted IEP team, including student where appropriate, parent, general education teacher and an individual who can interpret evaluation results (others as appropriate). 2.	Parents are noted to date IEPs prior to or after meetings without explanation – or permission to hold IEP without parent signed the same day as the IEP is signed - KC3, 4, 5; ISW2, 5 In general, invitations to parents to participate not in evidence. No LEA representative – KC2, 3; JK6 No general education teacher – JK4, 9 Parents – JK4, 8; JD5
LEA representative signature was not the same as the LEA representative who attended the meeting (evidence: compared signature pages).	No LEA signature – SW5
1. Did not have a description of student's strength and needs in the general curriculum. (Consideration of all areas, e.g., academic, motor, sensory, emotional) 2. The student's described needs are not embedded throughout the IEP (i.e., goals, objectives, modifications, services, or placements)	Needs section used as a notes section SW4 Inadequate – KC3; JK1, 4; JD7 General Curriculum not noted – KC4 Incomplete – JD5; ISW1(academics only), 6 (SLP and hearing only), 7
1. There was no statement of present levels of performance. 2. Present levels of performance were not adequate. Not related to area of need Did not describe performance in general curriculum Not written in objective and measurable terms Did not describe what the student does and needs to be able to do If test scores are used, they were not self-explanatory	KC5; JK6 Incomplete – ISW1, 2, 3 Inadequate – ISW6 (with some exceptions), 7 Emerging re standards – ISW5
1. There were no annual goals that lead to student's progress in the general curriculum. 2. Annual goals were not adequate.	Inadequate – KC3, 4, 5, 7 (speech);

<p>Did not use standards and/or grade level benchmarks</p> <p>Did not include student's individualized target performance</p> <p>Not measurable</p> <p>Not related to present levels of performance</p>	<p>JK1, 6, 8; JD6, 7; ISW2, 3, 4, 6 (with some exceptions), 7</p> <p>"Goals and objectives to be determined in kindergarten placement" – KC6</p> <p>Goals not standards-based – JD1</p> <p>Emerging re standards – ISW5</p> <p>Grade levels only – ISW1</p>
<p>1. There were no short-term, specific measurable learning objectives/benchmarks.</p> <p>2. Short-term specific measurable learning objectives/benchmarks were not adequate.</p> <p>Not related to the annual goal</p> <p>Not measurable intermediate steps</p> <p>Not at least 2 short-term objectives/benchmark per goal.</p>	<p>repeats standards – ISW1, 3</p> <p>inadequate ISW4, 7</p> <p>JD5 (all 80%)</p> <p>general – ISW2</p> <p>mostly activities and/or not measurable – ISW6</p>
<p>Objective evaluation procedures including criteria, procedure, and schedule for reviewing progress towards annual goals and short-term objectives were not listed</p>	<p>Inadequate – KC4, 6; ISW1, 3, 4, 6, 7</p>
<p>There was no:</p> <p>a.) Documentation and report to parents of progress towards IEP objectives on a quarterly basis.</p> <p>b.) Documentation of progress toward annual goal</p> <p>c.) Reason for not meeting goal if goal is not attained</p>	<p>No documentation of progress reports – SW2, 3, 4, 5, 6; JD1, 4, 6, 7; JK1, 4; ISW6</p> <p>No indication that parents were informed – KC1-7</p> <p>No reasons for not meeting goal – KC1-7</p> <p>Progress notes in file on separate form and not linked to IEP goals – KC2, 3</p>
<p>No documentation of discussion of need for Extended School Year services.</p>	<p>S3, 5, 6; KC2, 4, 7; JK1, 2, 3, 4, 6, 8, 9; ISW5</p>
<p>No description, location, provider, frequency, and duration of supplementary aids and services, including accommodations and modifications.</p>	<p>Location not specified – JD3, 5</p> <p>None noted on page – KC4</p> <p>Incomplete – KC3; JD6</p>
<p>No description, location, provider, frequency, and duration of special and related services</p>	<p>* Special education services ordered for non-eligible child – ISW2</p> <p>Incomplete and currently inaccurate – ISW6</p> <p>Justification for placement outside of general education setting – JK2, 3, 8</p>
<p>1. No determination of time and extent of participation in general education and special education.</p> <p>2. Middle school schedule not attached</p> <p>High school schedule not attached</p>	<p>SW4; JD3; JK1, 4; ISW6</p> <p>Incomplete services page – KC2, 5; JD6, 7</p> <p>Unclear – KC7</p> <p>High school schedule not attached for records SW2, 3, 4, 5, 6</p>
<p>1. No indication of whether the student requires accommodations in statewide or district assessments of student achievement.</p> <p>2. Are they listed by specific assessment?</p>	<p>ISW6</p> <p>no – ISW1</p>
<p>1. No indication of whether student requires an alternate means of statewide assessment, and if used, district assessment of student achievement.</p> <p>2. Eligibility checklist is not documented</p>	<p>ISW6</p>
<p>No indication of date for reevaluation</p>	<p>KC5, 7; JD6; ISW6</p>
<p>Well-written IEP with respect to present levels of performance, annual goals, and short-term objectives</p>	<p>JD4, 5, 8</p> <p>present levels of performance – JD1, 3; KC7</p> <p>annual goals, especially for written language – JD3; academic goals– KC7</p>

Addendum improperly documented	ISW1
IEP written in September for student declared ineligible in June	ISW2
Page from another student's IEP incorporated into this IEP	ISW6

IEP/Transition Issues	
No vocational assessment (for students 14 years and older).	None documented in records – SW1, 2, 3, 4, 5, 6
a.) No comprehensive transition plan included for all students 16 years of age (14 years if determined appropriate by IEP team), indicating assistance from relevant agencies where appropriate. b.) The student does not have long-term goal statements in each of the following areas (Employment, Post Secondary Education and Training, Independent Living, and Community Participation) c.) The student does not have a course of study statement that reflects the transition long-term goals d.) The Basis for Determination section does not give specific reasons why a student does not have annual goals in a given transition area e.) The needs in the transition areas that are checked are not addressed in the students annual goals and objections and are indicated in the column marked "T"	Transition Page inadequate – SW4, 5 SW6 SW6
PROCEDURAL SAFEGUARDS	
No indication that parent received information on the local advisory committee.	KC1-7; ISW1-6
Parent consent for evaluation not on file.	KC7
No consent for initial placement	ISW2